



School Improvement Plan 2009-11 Newport High School- Bellevue School District



Overview:

Newport High School's school improvement plan is based on PSAT, SAT and WASL/HSPE student data, grade reports, course enrollment patterns, and My Student Voice Student Engagement survey data. Specifically the data suggests that:

- Freshmen that enter high school with a 2.0 G.P.A. or lower are at much greater risk of not graduating or even remaining enrolled at Newport than their peers.
- Transfer students entering Newport earn a lower grade point average than their Newport peers.
- Special education and 504 students are not performing at the same level as general education students, despite implementation of accommodations.
- Latino students, African American, and free-reduced lunch students are not performing at the same level as their Newport peers.

Research shows that effectively raising academic achievement for all students requires a multi-faceted approach including increasing rigorous curriculum for students, providing professional development for faculty, and continuing to implement support structures for both students and instructors. In implementing this approach, we worked from our belief system that a rigorous, college-preparatory education will prepare our students for success in college as well as provide students the skills necessary to make educated and informed life choices. Our mission is to give every student a first-rate, college-preparatory education, one that will allow the student to graduate from college, not just be admitted to college.

The Essential Academic Learning Requirements were designed to give students the skills necessary for success in college. Mastery of these skills is, in part, measured by the WASL/HSPE. Our belief in and development of a rigorous, college-preparatory education, a collaborative and reflective professional learning community of teachers, and varied support structures for students and staff directly support our focus to improve student mastery levels of the EALRs on the HSPE as well as to improve performance in course grades, Advanced Placement exam scores, and other standardized test scores.

Our specific goals and action plan for this year support:

- The state's Essential Academic Learning Goals: to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, arts, health, fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities;
- Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and
- Non-academic student learning related to leadership, public speaking, teamwork and interpersonal relationships.

The plan addresses issues of educational equity for ethnic minority students and special education students by recognizing they are falling behind their peers in test scores and earning the same percentage of passing grades as their peers. It outlines a clear plan to address these discrepancies.

We have evidence, based on staff surveys and our own monitoring, as well as on required school district practices, that our school operates on the following characteristics of high-performing schools:

- ✓ Clear and shared focus
- ✓ High standards and expectations
- ✓ Effective school leadership
- ✓ Supportive learning environment
- ✓ High levels of community and parent involvement
- ✓ Frequent monitoring of teaching and learning
- ✓ Focused professional development

Goal 1: To increase the percentage of all students meeting proficiency levels and mastery levels on all sections of the HSPE by 10%.

A. Focus on Support Systems for Students

Actions:

- Counselors and administrators identify those 9th and 10th grade students who are below grade level standard in reading, math, science, and writing, using previous WASL scores, state criteria, test scores, and district assessments;
 - Counselors create or update SASPs (student academic success plans) that identify appropriate interventions for each student. Counselors, teachers, and administrators work collaboratively with the students and their parents to develop the plans.
 - Enroll students in math and English support classes held during the school day that aim to re-teach/pre-teach concepts and improve foundational skills. Emphasize importance to start strong in 9th grade for math and English.
 - Consider use of peer tutors, extended-day tutorial and/or VIBES mentors for those students to address deficiency areas;
 - Review progress of special education students in biology and chemistry and determine with case managers and IEP team if the student needs modifications or accommodation in science.
 - Regularly reflect on student progress and revise strategies if progress lacking.
- Utilize the Student Intervention Team to brainstorm interventions for struggling students
 - Offer Study Strategies Workshops in English, Math, Science, and Study Skills to identified struggling students. Better promotion to student body.
 - Offer Finals Preparation Workshop to identified students
 - Enhance Peer Tutoring Program during extended tutorial and in regular tutorial with content-area teachers
 - Review data from math courses and determine appropriate interventions
 - Develop Link Crew students as academic coaches in content classes and tutorials
 - Review course registration for PSAT/SAT prep elective class and encourage free-reduced lunch students to take the class
 - Host transfer student orientation before school-year begins and provide students with Newport Academic Success Guide. Transfer student counselor, administrator, and student leaders meet periodically throughout the year with the transfer students to facilitate transition to Newport.
 - Conduct focus groups of struggling students to learn what supports they want and challenges they have. Use to develop categories of support services

B. Focus on Instructional Practices and Curriculum

Actions:

1. Reading, Math, Science and Writing Content Focus:

- Have each of the disciplines thoroughly evaluate their WASL scores to highlight strengths and specifically identify weaknesses in curriculum;
- Review WASL items that had lower scores and work with staff on effective strategies in departmental meetings to move students to proficiency and to mastery levels;
- Continue to encourage meaningful writing in all disciplines;
- Develop pre-assessment questions for math WASL by individual math strand and integrate usage of CPS assessment system to guide instruction.
- SIT reviews math data to plan intervention strategies for the classroom
- Refine math and English support class curriculum- use cognitive tutor, provide more teacher training on using this tool effectively.

C. Focus on Professional Development for Teachers and Establishing Professional Learning Culture

A school-wide commitment to build relationships and deepen the relevance of learning for all Newport students through the implementation of the Quad D Instructional Framework. This will be measured by the Healthy Youth Survey and the My Voice Survey.

Actions:

- Newport has formed an Instructional Leadership Team (ILT) composed of ten teachers and one administrator as a part of a Bellevue School District initiative. The Newport ILT is participating in monthly district trainings for implementing PLC's and the cycle of professional learning.
- Newport has formed 11 interdisciplinary PLC's each led by an ILT member. PLCs meet once per month and have examined data about student performance, worked collaboratively to identify an instructional learning target for the school, and researched promising practices.
- The ILT/PLCs selected the instructional target- Relevance and Relationships -as a means to improve student achievement
- The ILT/PLCs selected the Quad D Framework as the promising practice to implement in order to improve relevance and relationships
- Institute a cycle of professional learning on the Quad D framework including training to staff on Quad D lessons, continual reflection on implementation, learning walks to gather evidence, and review of student work, impact on academic achievement, and student surveys.
- Cultural Competency Training for relationships
- Train students on Quad D and how to assist in implementation. Develop feedback system for students
- Develop culture of shared responsibility/ownership for teaching and learning – positive affirmation to students and teachers.
- Shadow students throughout the day to gain their perspective and school experience and also interview students to gain insight and feedback about improving relevance and relationships.
- The ILT will utilize DDA (district data analyzer) to examine in detail student performance, assess the effectiveness of the promising practice and develop strategies to target areas of weakness

- Further develop teacher collaborative groups (Professional Learning Communities) and their ability to analyze school data, student work, and instructional strategies in order to make effective decisions about improving academic achievement for all students – both eliminating the achievement gap and extending learning for high achieving students.
- Further develop leadership capacity of the ten teacher leaders who compose the instructional leadership team (ILT) and who facilitate the PLCs.

Goal 2: To decrease the percentage of targeted students (transfer, Latino, special education, 504, African American, free-reduced lunch, and freshmen entering the system with a 2.0 or below) earning one or more D's or F's on quarter and semester grade reports. There will be an overall 10% reduction in the number of D's and F's each year.

A. Focus on Support Systems

Actions:

- Special education staff, counselors, and support staff develop individual plans with each student from the aforementioned groups. The plan may include but not limited to:
 - Develop quarter target dates to conduct formal checks and to celebrate successes and revamp plan, if needed;
 - Send congratulatory notes to students and parents for incremental improvements;
 - Bring regular education staff of these students on board with the plan and involve them in the celebrations of successes;
 - Assist the regular education teacher in developing a structured schedule for these students to attend tutorials, if needed;
 - Ensure adequate support systems are in place for students in each of their classes;
 - Consider use of peer tutors, extended-day tutorial and/or VIBES mentors for those students to address deficiency areas;
- Utilize the Student Intervention Team to brainstorm interventions for struggling students
 - Offer Study Strategies Workshops in English, Math, Science, and Study Skills to identified struggling students
 - Offer Finals Preparation Workshop to identified students
 - Enhance Peer Tutoring Program during extended tutorial and in regular tutorial with content-area teachers
 - Review data from math courses and determine appropriate interventions
 - Develop Link Crew students as academic coaches in content classes and tutorials and to support all ninth grade students
 - Refer students making minimal progress to the team for more specific plans and/or modifications to the plans, capitalizing on the student's strengths.
 - Provide other Tier 2 or 3 Response to Intervention strategies
- Host transfer student orientation before school-year begins and provide students with Newport Academic Success Guide. Transfer student counselor, administrator, and student leaders meet periodically throughout the year with the transfer students to facilitate transition to Newport.
- Start a Black Student Union and Mentoring Program (BSD program)

B. Focus on Instructional Practices and Curriculum

Actions:

1. Special Education focus:

- Conduct accommodations training at a staff meeting;
- Educate the staff on cultural and special needs' issues;
- Place Special Education Instructional Assistants in the regular education classrooms that are most challenging for our special education students;
- Train the special education para educators how to assist students in the general education setting
- Partner special education teacher with general education teacher in IAG 1;
- Partner special education teachers with general education teachers to write accommodations and modifications for chemistry and biology courses.
- Facilitate meetings with the student and general education teacher, as needed.

2. Content Area Focus:

- Staff will attend additional workshops and staff development opportunities for further strategies that can be implemented to support struggling students For example, teachers collaborate with their peers across the district monthly to improve district-wide curriculum using the curriculum web and common assessments.

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- Shadow students throughout the day to gain their perspective and school experience and also interview students to gain insight and feedback about improving relevance and relationships.
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Goal 3: To improve the overall social/emotional/academic well-being of students. The PDC will measure with results from My Student Voice survey each Fall.

Actions:

1. Improve communication and information about college planning and Newport courses so students can make informed choices about balanced schedules.

Counseling/Support Services:

- Improve college awareness and college selection process- Create College Mythbusters information to disseminate to students about preparation requirements for college. Use NTV and bulletin announcements.
- Utilize PLAN(pre-ACT) more effectively so students know how to use the career assessment tool. Counselor presentations in classes about PLAN and at Open House in the Fall.
- Utilize staff expertise – map of colleges that teachers went to that students can access
- Improve counseling web resources for each grade level. Monthly to do lists for each grade
- Encourage students and parents to use a variety of resources available about college- College Board website, My Road, etc.
- Improve course registration process with a 4 year planning tool, emphasis on balance in counseling presentations. Students turn planning tool into counselors and share with parents.
- Improve elective fair assembly so students get more information to make course selection choices
- 4 year planning tool and grad check list online access.

Monitoring and Measuring:

The school improvement plan implementation will be monitored by the ILT, PDC, SIT, and building administration. Each of the aforementioned groups will convene at least quarterly to review their section of the plan for implementation and effectiveness. They will review multiple data sets including targeted students' grades and test scores, overall student body grades, quality of student work, evidence of Quad D lesson implementation from learning walks, and student engagement feedback via surveys.

Technology and Learning:

As a school district, we use computers as tools to support student learning, in the same way we use lab equipment, graphing calculators, or library resources. In addition, in some of our technical courses, technology is a subject worthy of study on its own, for example, in computer essentials, web design, AP Computer Science and CISCO networking. In addition, they will use Student Response Devices to provide teachers with instantaneous feedback on their learning. Teachers will design web pages to provide student, parent, and community access to their lesson and assignment expectations.

Our school has twelve mobile lab carts that students may utilize in their classes. In the various disciplines, computer mobile labs are used primarily for word processing, data gathering and Internet research. Students may also turn in assignments via the Internet and students may check their individual progress in each of their classes online. We also have 45 computers dispersed throughout the library and three Career and Technical computer labs. In addition, there are mounted Smart boards, LCD's and VCR's in every classroom, as well as student and teacher computers.

In the Learning Resource Center, students access district, school and community resource site databases for books, periodicals and other resources for projects, reports, and for their personal reading needs.

Parent/Community Involvement:

Examples of parent and community involvement that support student learning in our school include:

- Parents on the Program Delivery Council
- Parents volunteering as speakers in the classroom
- Parents volunteering in our library, classrooms and office areas
- VIBES mentors being matched to at-risk students
- VIBES community volunteers providing assistance to students in our free extended-day tutorial program and AVID classes
- PTSA-sponsored parent information nights frequently conducted
- Parents and community volunteers assisting staff with the WASL, AP and supplementary programs

Plan Accepted

_____ As written

_____ With Following Recommended Modification

Signature of School Board President

Date

